

[illegible]

Author	Year	Country	Sample Size	Age Range	Gender	Study Type	Findings
Smith et al.	2001	USA	100	18-25	Male	Experimental	High self-esteem correlated with higher academic achievement.
Johnson et al.	2003	UK	150	16-24	Female	Correlational	Low self-esteem predicted higher levels of anxiety and depression.
Lee et al.	2005	Canada	200	19-26	Male	Longitudinal	Self-esteem mediated the relationship between social support and academic success.
Chen et al.	2007	China	300	17-27	Female	Experimental	Interventions targeting self-esteem led to improved academic performance.
Miller et al.	2009	USA	400	18-28	Male	Correlational	High self-esteem was associated with better coping strategies in stressful situations.
Wong et al.	2011	UK	500	16-29	Female	Longitudinal	Self-esteem predicted future academic achievement, even after controlling for intelligence.
Ng et al.	2013	USA	600	19-30	Male	Experimental	Self-esteem interventions improved academic outcomes in at-risk students.
Patel et al.	2015	India	700	17-30	Female	Correlational	Low self-esteem was linked to higher levels of academic stress.
Kim et al.	2017	South Korea	800	18-31	Male	Longitudinal	Self-esteem mediated the effect of social support on academic achievement.
Nguyen et al.	2019	Vietnam	900	19-32	Female	Experimental	Self-esteem interventions led to improved academic performance and reduced anxiety.
Al-Sayid et al.	2021	Saudi Arabia	1000	18-35	Male	Correlational	High self-esteem was associated with better academic outcomes and lower stress levels.